



Year 1 Autumn



English

Writing

Sit correctly at a table, holding a pencil comfortably and correctly.
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Form capital letters.
Compose a sentence orally before writing it.
Leave spaces between words.
Name the letters of the alphabet in order.
Form digits 0-9.
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Punctuation

Use finger spaces between words
Use capital letters & full stops to mark sentences
Use capital letter for first person 'I'

Reading

Become familiar with key stories, fairy tales and traditional tales.
Explain clearly the understanding of what is read to me.
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.
Recognise and join in with predictable phrases retell a story and consider its particular characteristics.

Speaking and Listening

I can hold attention when playing and learning with others.
I can keep to the main topic when we are talking in a group.
I listen carefully to the things other people have to say in a group.
I join in with role-play.

Maths

I can read all numbers in numerals and words to 10.
I can write all numbers in numerals and words to 10.
I know the signs + - =.
I can solve a missing number problem.
I can recall all pairs of addition and subtraction number bonds to 10
I can recognise and can name the 2D shapes: circle, triangle, square and rectangle.
I can recognise and can name the 3D shapes: cuboid, pyramid, and sphere.
I can recognise and name common 2-D shapes (e.g. rectangles- including squares-, circles and triangles).
I can recognise and name common 3-D shapes (e.g. cuboids- including cubes-, pyramids and spheres).

Spelling

know the sounds /f/, /l/, /s/, /z/ and /k/
spelt ff, ll, ss, zz and ck
I can understand the division of words into syllables -tch
I can add s and es to words (plural of nouns and the third person singular of verbs)
I can add the endings -ing, -ed and -er to verbs where no change is needed to the root word



To paint lines of different thickness and shapes by choosing appropriate brushes.

To paint what I see.

To paint in the style of Paul Klee.

To evaluate my work.

Singing

Listening

Composing

Performing

I can perform short copycat rhythm patterns accurately.

Families and people who care for me

I can identify the special people that make a family (family, friends and carers) and what makes them special

I know what is fair and unfair including the need to take turns and share.

I know what is kind and unkind and what is right and wrong, including the need to return the things I have borrowed.

I know how to respond, who to tell and what to say when people are being unkind to myself or others.

I know that people's bodies and feelings can be hurt (including what makes them feel comfortable/uncomfortable)
I know who to go to and how to get help with bullying and teasing.

Historical Chronology

I can put up to three objects in chronological order (recent history). Using phrases such as 'before' and 'after'.

I can explain why certain objects were different in the past, e.g., iron, music systems, televisions.

I can begin to identify the main differences between old and new objects.

I can find out about the past from different sources of information and ask and answer questions.

I can tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.).

Locational

Place

I can compare seasons in England to another UK country (Scotland).

I can name the four seasons and how the weather changes through each season.

I can keep a weather chart and make predictions about the weather.

Design

I can design a product based on a brief.

Make

I can create moving models that use levers and sliders.

I can create simple levers and sliders and demonstrate how they work.

Evaluate

I can evaluate how effective a slider or lever is and explain why it is good and how it can be better.

Technical Knowledge

I can understand that levers and sliders are mechanisms that make things move.

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Computing

To identify technology.
To identify a computer and its main parts
To use a mouse in different ways
To use a keyboard to type on a computer
To use the keyboard to edit text
To create rules for using technology

RE

I can say how it felt to make something.

I can remember the Christian Creation story and talk about it.

I can express an opinion about the Christian belief about creation.

I can begin to explain and reason how Christians belief in God creating the world may influence how they view/behave towards nature and the environment.

I can re-enact/re-tell the Christmas story.

I can talk about the meaning of Christmas to Christians and reflect on what Christmas means to me and my family.

I can talk about what gifts were brought to Jesus and why were they special.

I can suggest a gift that I think would be special to Jesus and explain why.

MFL

Speaking

I can join in with songs and rhymes
I can respond with a single word.

Listening

I can listen and respond to spoken words, phrases and sentences/ questions

Science

Scientific Knowledge

I can name the different animal groups and common animals in each group.

I can identify and name a variety of carnivores, herbivores and omnivores.

I can name different parts of the body and say which part is associated with each sense.

I can describe and compare the structure of a variety of common animals.

Working Scientifically

I can identify and classify.

I can use observations to suggest answers to questions.

PE

Net and Wall

I can return a ball after it bounces.
I can send an object with increased confidence using my hand or a racket.
I can identify space to send an object into.
I can score points against a player by hitting the object over a line.
I can move around a space whilst balancing an object

Athletics

I can run at different speeds.
I can jump from a standing position.
I can perform a run with a jump.
I can perform a variety of throws with basic control.

Dance

I can travel in different ways.
I can copy actions and movements.
I can move safely and creatively in a space.
I can create basic movements relating to feelings/ key words.
I can demonstrate a clear starting and finishing position.
I can talk about my performance

Gymnastics

I can move around the room safely.
I can control my body whilst travelling.
I can control my body whilst balancing.
I can travel in different ways.
I can balance in different ways.

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